Creating an Early Childhood System



An organized, inter-related network of elements, programs and services for all children.



Purpose of System Planning in Arizona

To get measureable results for Arizona's young children and their families



•Affecting school readiness requires comprehensive approaches and involvement from all sectors: health, mental health, family support, early care and education, parents, higher education, faith communities, business, the media and many others



- To maximize resources including multiple funding streams with their own regulations and requirements
- To improve the performance of multiple systems impacting young children and their families



- There are individual variations in the circumstances and needs of children and their families
- There is duplication of services and a lack of coordination and many children are not being served



- There are inefficiencies in service delivery and varied quality in programs
- •Current services are both market based and government financed and both public and private issues must be addressed



- To reduce turf issues through a shared vision and agreed-upon goals and objectives
- Helps to secure needed policy changes and improvements
- Better communication among partners



Characteristics of an Effective System

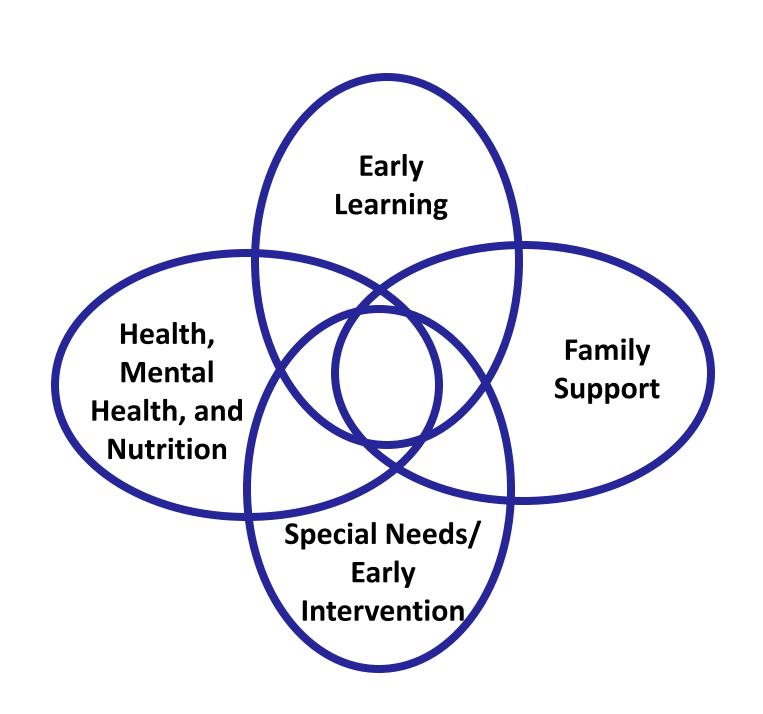
- Comprehensive
- Accessible for children and families
- Scalable
- Outcome focused
- Accountable



Components to Consider Early Childhood Goal Areas

- Early Care and Education
- Family Support and Education
- Health, Mental Health and Nutrition
- Special Needs and Early Intervention





System Areas to Consider

- Context—successfully building a political context that leads to resources
- Components—establish effective programs and services
- Connections—create better linkages between components
- Infrastructure—create supports that enable continuous improvement
- Scope and Scale—the system can produce broad impacts for system beneficiaries



System Areas to Consider

CONTEXT

Successfully building a political context leads to resources that

COMPONENTS

Establish effective programs and services and

CONNECTIONS

Create better linkages between components and

INFRASTRUCTURE

Create supports that enable continuous improvement so that

SCALE

The system can produce broad impacts for system beneficiaries

Changing the political environment that surrounds the system and affects its success

- Policy changes that expand or enhance programs
- Funding streams that are more flexible across programs
- Public engagement or mobilization
- New advocates or champions
- New knowledge and perspectives

Establishing highperforming and quality programs and services

- Expanded program reach or coverage
- Improved program quality
- Increased operational efficiency
- New programs or services

Creating strong and effective linkage across the system

- Coordinated eligibility assessments and applications
- Referrals occurring from one program to another
- Joint planning across system components
- Shared data systems for tracking individuals

Developing the supports the system needs to function effectively and with quality

- Consistent standards of quality across the system
- Education and training to ensure an appropriately skilled systems workforce
- Technical assistance to support systems development
- Defined roles and mechanisms for accountability

Ensuring the system is comprehensive and works for all children

- Availability of programs and services throughout a geographic region
 - A comprehensive array of programs and services for system beneficiaries
- Long-term financial security to maintain the system over time Shifts in system
- Shifts in system
 ownership, meaning that
 a broad array of people
 involved in the system,
 especially those on the
 frontlines, assume
 responsibility for
 maintaining the system











VIRGINIA'S PLAN FOR SMART BEGINNINGS

GOVERNANCE AND FINANCING:

All sectors will be engaged in creating & sustaining collaborative structures to ensure an effective early childhood system.

 A) Establish & sustain a structure within the executive branch to effectively coordinate the planning, financing, delivery and evaluation of early childhood programs.

- B) Create and sustain a statewide publicprivate entity to consistently guide early childhood initiative and provide resources, technical assistance, and accountability to local coefficies.
- C) Increase the capacity of local partnerships working to coordinate, improve, & expand delivery of early childhood programs & services.
- increase public-private investments and braid funding streams for maximum impact.
- Ensure accountability with program standards & measurement mechanisms to track identified outcome indicators.
- F) Promote a high quality workforce providing services for young children and families.

System Outcomes-

- Increased and more diverse public private resources are available for the early childhood system
- A strong workforce of professionals serving children and families sustained by an effective professional development system
- State budget and policies reflect and support key system goals
- 4. Increased data linkages & information
- sharing among partners and agencies 6. Local plans are aligned to state-level
- priorities & coordinated among programs 6. A strong, effective governance structure at both the state & local levels
- An effective system of evaluation for program improvement & accountability

PARENT SUPPORT AND EDUCATION

All families of children prenatal to five will have the information & support they need to promote their child's optimal development & school readiness.

EARLY CARE AND EDUCATION

All families will have access to high quality early care and education.

HEALTH

All families of children prenatal to age five will have access to a full range of prevention & treatment services to ensure their children are healthy.

PUBLIC ENGAGEMENT

All Virginians will recognize the importance of early childhood and act to support policies and investments promoting a Smart Beginning for all children.

 A) Increase access for all families to quality information and supportive services.

System Outcomes-

 B) Increase the quality of parenting support programs.

1. Increased capacity of home visiting

and parent education programs

2. Increased use of strategies to promote

and sustain parental involvement.

professional awareness of family

4. Increased inter-agency coordination

6. Increased uniformity of agency and

provider messages to parents

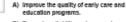
and improved distribution mechanisms

for parent information about state and

8. Increased child care and health

support best practices.

local services



 Expand availability and access to high quality early care and education programs.

1. Increased quality of early care and

2. Increased coordination of funding and

and between ECE programs and

3. Early care and education programs

service delivery among ECE programs

have increased and more sustainable

funding sources, including increases

In subsidy reimbursement rates to

4. Increased use of appropriate, consistent,

and comprehensive assessments by

public and private ECE programs

1. Increased number of children enrolled

In the Virginia Preschool initiative.

2. Increased number of children scoring

Head Start and Early Head Start, and

high quality early care and education

in the appropriate development range

or meeting the appropriate benchmark

System Outcomes-

public schools

support quality

Chlld/Family Outcomes-

education programs

Foster public and private sector initiatives to improve the affordability of health services.

 B) Increase access to health services through expansion, increased coordination, and effective practices and policies.



System Outcomes-

- Increased resources available for Early intervention services (mental health, mental retardation, and developmental delay)
- Increased access to quality healthcare (physical, behavioral, dental) for at-risk populations
- 8. Increased use of a medical & dental home

Child/Family Outcomes-

- Increased number of children enrolled in public (Medicald and FAMIS) and private insurance
- Increased number of pregnant women receiving prenatal care within first 13 weeks
- Increased number of EPBDT screenings
 and services provided
- Increased number of 0-1 and 0-3 year olds in Early Intervention programs
- Increased number of children receiving mental health services paid for by public & private insurance

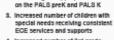
- A) Persuade the public and key leaders and decision makers of the importance of early childhood and the benefits of early childhood initiatives (i.e., Make the Case).
- Increase participation and engagement of leaders to support state and local early childhood initiatives.
- C) Promote collective action to after key early childhood systems and policies at local and state levels, in both public and private entities.
- Regularly inform the public and all stakeholders of progress on Virginia's Plan for Smart Beginnings.

System Outcomes-

- Strong, organized community networks
 for advocacy and building public will
- Consistent and effective advocacy messages for various audiences
- A strong, growing, and mobilized pool of early childhood champions in all sectors
- Increased awareness of the importance of early childhood development and its role in improving Virginia's economy and quality of life
- Stakeholder commitment to a unified policy agenda

Child/Family Outcomes-

- increased family awareness of available services and supports
- Increased number of eligible families enrolled in evidence based or evidence informed home violation programs
- Increased number of parents
 enrolled in evidenced based parent
 education and support programs
- Increased family participation in early childhood programs through parent leadership opportunities



- Increased number of 3rd grade students passing standards of learning assessments
- Decreased retention rates for children in grades K-3













Arizona's Early Childhood System

If We:	We Create:	Resulting In:	Achieving:
Develop and fund high quality services for children and families that are necessary but not yet available Strengthen already existing high quality services for children Partner to build a system of early childhood services and information for families	Coordinated, high- quality service system for young children	Early Learning All children have access to high quality, culturally responsive early care & education. Family Support/Literacy All families have the information, services & supports they need to help children achieve their fullest potential. Early Childhood Professional Development All child care/education & health professionals are well prepared, highly skilled and compensated commensurate with their education & experience. Health All children have access to high quality preventive & continuous health care to promote physical, mental, oral and nutritional health.	All Arizona's children are ready to succeed in school and in life.
Lead through the synergy of statewide and local strategic planning Harness data and technology to build infrastructure and support data-based decision making and accountability Shift the brand and awareness of early childhood in Arizona	Leadership capacity and infrastructure to create and sustain the high-quality service system	Early Childhood System The early childhood system is high quality, child & family centered, coordinated, integrated & comprehensive. Public Awareness All Arizonans understand the importance of the early years & recognize the influence of early childhood development, health & education on Arizona's economy & quality of life and, as a result, substantially support early childhood development, health, and education both politically and financially.	











Developing a Model Early Childhood System

SYSTEM VISION: All Arizona children by the time they are 5 years old have a solid foundation for success in school and in life because we have worked together to create a family-centered, comprehensive, collaborative and high-quality early childhood system that addresses the child's development, health and early education.



Young Children & Families











Key System Elements and System Outcomes

Having all elements in place will help accelerate positive outcomes.



Access to high-quality, culturally responsive early care and education

Access to high-quality preventive and continuous health care

Information, services and support for families

Well-prepared, highly skilled and appropriately compensated professionals

Coordinated, integrated and comprehensive system

Public understanding and support











10 School Readiness Indicators

- 1. #/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical
- 2. #/% of children enrolled in an early care and education program with a Quality First rating of 3-5 stars
- 3. #/% of children with special needs enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars
- 4. #/% of families that spend no more than 10% of the regional median family income on quality care and education with a Quality First rating of 3-5 stars
- 5. % of children with newly identified developmental delays during the kindergarten year
- 6. # of children entering kindergarten exiting preschool special education to regular education
- 7. #/% of children ages 2-4 at a healthy weight (Body Mass Index-BMI)
- 8. #/% of children receiving at least six well child visits within the first 15 months of life
- 9. #/% of children age 5 with untreated tooth decay
- 10.% of families who report they are competent and confident about their ability to support their child's safety, health and well being









Section III. A. SFY14 Funding Plan

Regional Priorities, Selected FTF Indicators and Priority Roles, and Strategies to Achieve

Outcomes

Regional Priority to be addressed

School Readiness – Limited pre-school opportunities, parents need education about preparing children for school

Children w/Disabilities – lack of therapy services, early identification of special needs

Access to affordable Quality Child Care – High Unemployment/ Poverty rates, more/Family, Friend and Neighbor Care

Parent's awareness of the needs of young children.

School Readiness Indicators
Correlated to the needs and
priority roles

#/% children demonstrating school readiness at kindergarten entry in the development domains of social-emotional, language and literacy, cognitive, and motor and physical

#/% of children with special needs/rights enrolled in an inclusive early care and education program with a Quality First rating of 3-5 stars

#/% of children receiving well child visits

#/% of children ages 2-5 at a healthy weight (Body Mass Index-BMI)

#/% of children age 5with untreated tooth decay

% of families who report they are competent and confident about their ability to support their child's safety, health and well being FTF Priority Roles

in the Early Childhood System

Quality, Access, and Affordability of Regulated Early Care and Education Settings – Convene partners, provide leadership, and provide funding for increased availability of and access to high quality, regulated, culturally responsive and affordable early care and education programs.

Access to Quality Health Care Coverage and Services – Collaborate with partners to increase access to high quality care services (including oral health and mental health)and affordable health care coverage for young children and their families

Professional Development System – Convene partners, provide leadership, and provide funding for the development and enhancement of an early childhood professional development system that addresses availability, accessibility, affordability, quality, and articulation.

Supports and services for families – Convene partners, provide leadership, provide funding, and advocate for development, enhancement, and sustainability of a variety of high quality, culturally responsive, and affordable services, supports, and community resources for young children and their families.

SFY 2013-2015 Strategies

Quality First (including CCHC, TEACH and Child Care Scholarships)

Pre-K Scholarships

Scholarship-non TEACH

Inclusion of Children with Special Need

Family Support-Children with Special Needs

Recruitment Stipends/Loan Forgiveness

Community Based Professional Development Early Care and Education Professionals

Oral Health

Family, Friends and Neighbors

Mental Health Consultation

Home Visitation

Food Security

Parent Education Community Based Training

Expansion: Increase slots and/or capitol expense

Reach Out and Read

Needs and Assets (SFY14)

Community Awareness

Community Outreach

Media

Statewide Evaluation











Roles of the System Partners

- Leader—convening and facilitating
- Partner—co-convene and facilitate or participant
- Participant



Lessons Learned

- An open, visible process is needed
- A diverse group of thinkers is important
- Choose strategic areas of focus for an actionable agenda
- Need to consider breadth and depth of system
- •Need to determine if components are equally weighted or some areas emphasized?



Review and Next Steps

- Review the mission/vision and strategic plan!
 - Are we there yet?
- •Review discussions in which identification of connections to system building have occurred.

- Identify beginning steps to system building.
 - Grantee Collaboration Meeting

